



## Haggerty School

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Haggerty School Advisory Council (SAC)

**Friday, December 20, 2024**

7:45-8:45

Haggerty Library & Google Meet

### **Agenda:**

- Introductions & Welcome
  - Roles - Note Taker
  - Check-in: What we're hearing - What's on Top? Peaches & Pits?  
(anything that is not on the agenda and needs time or planning will be tabled for another mtg or a subcommittee)
- Minutes from November Mtg
- Tier 1 Social Emotional Learning Curriculum Overview: Kim Huffer, SEL Director

### *Attendance:*

Missy Page, Caregiver  
Kevin McGonegal, Staff representative  
Michelle Calorio, Caregiver  
Lissa Galluccio, Family Liaison  
Nancy Campbell, Principal  
Andrea Flammia, Caregiver representative  
Hester Breen (virtual), Caregiver  
Chris Cullen (virtual), Caregiver representative  
Kaitlin O'Connell (virtual), Caregiver  
Kathleen Fitzgerald (virtual), Community representative  
Aline Kassabian, Staff representative  
Kim Huffer (virtual), Director of Social Emotional Learning  
Leah Kean, Caregiver representative  
Aminata Cham (virtual), Caregiver representative

### *Notes taken by Lissa:*

#### *Peaches and Pits:*

*Peach:* Bionic Project yesterday - was a big success. The Bionic Project is a Cambridge-based non-profit organization that focuses on teaching about disability bias and inclusion. 2 assemblies, followed by opportunities to play and practice with assistive technology/adaptive



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equipment. There was a lot of positive feedback from students. One of the questions students walked away with was - How can I/we be an ally?

*Peach:* 5th Grade - As a part of our Big Backyard work in 5th grade, we did an experiment around photosynthesis using spinach discs. We punched a hole in a spinach leaf that we got at the grocery store and we were able to suck out the carbon dioxide and replace it with a carbon solution and then make the disc sink and then rise to the top so the kids could see oxygen being generated in real time. We also cooked mushrooms that we started growing a week ago - oyster mushrooms, which the students rated on taste.

*Peach:* The family Lantern Making event on Wednesday was lovely.

*Peach:* Peace Concert was beautiful - so wonderful to hear our students sing. The chorus was so beautiful, and we would love to have a place for them to perform and record.

*Pit:* No time in the schedule for K and 5th grade buddies this year, as reported by a student.

Tier 1 Social Emotional Learning Curriculum Overview: Kim Huffer, SEL Director

### **Presentation on TIER 1 Social Emotional Learning (SEL):**

*Definition of SEL, core skills, why is this learning important? ([Slideshow](#))*

Here is the definition of SEL.

*The **process** through which all young people and adults **acquire and apply the knowledge, skills, and attitudes** to develop healthy identities, manage emotions and achieve personal and collective goals, feel and show empathy for others, establish and maintain supportive relationships, and make responsible and caring decisions. ([~casel.org](#))*

It is provided by CASEL (stands for the collaborative for academic and social emotional learning) which is a leading organization in Social Emotional Learning (SEL). The slides represent the 6 basic skills that we all need: Self Awareness, Empathy, Agency, Adaptability, Collaboration, and Purpose.

How we relate to each other - build our social awareness and build healthy identities. A lot of research around academic gains for students with strong SEL competencies - such as asking for help. One of the things around self-awareness is it allows you to see your strengths and areas of growth and being able to ask for help. There has been a lot of research around the increase of academic gains with strong SEL skills. Strong SEL competencies also increase



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student's feelings of connectedness and belonging. It's a big support to build positive mental health and resilience.

### *When does this learning take place?*

What does it look like? What does it mean? How do we actually integrate this SEL learning into the environment? Haggerty has dedicated time - 30 minutes on Monday to do the Wayfinder curriculum.

### *How is Wayfinder aligned with CASEL?*

Wayfinder and CASEL alignment - there has been a lot of curriculum changes in terms of Math and ELA. In terms of SEL some schools have been using different curriculum - but there are schools that are really investigating alignment of this curriculum across the grades; we're aiming to create a shared language. We started looking at the Wayfinder curriculum, which was piloted at two schools last year, with success. It allowed us to expand it a bit more, and Haggerty took the leap to engage in this curriculum. In this curriculum, there are 6 core skills - it is a skill based and practice-based curriculum. Haggerty is one of 5 schools currently using this curriculum.

### *Questions and Answers:*

*Question:* Do your students talk about it? *Answer:* One third grader does talk - but so far not a fan. As a parent it would be helpful to know more explicitly - to understand and also reinforce what's being taught. Also would love to know more about the DESSA data and how it is aligned.

*Answer:* DESSA is an SEL assessment - 40 questions - looking at social competencies which classroom teachers are filling out for/about students. It allows us to see which students might need more skill building in certain areas? Once we have this data, we could group students for more learning into that area.

A Universal screener is really a dip stick to examine a skill. The DESSA is a longer screener and is given twice a year in mid October and March. As a school, we have wondered the best way to share this data. Educators seem to have a very similar perspective on different students - which was one thing we wondered about when we first started to use it. We needed SEL data to be much more clear and concrete on what students need to learn or practice in the SEL arena. How do we share this with caregivers in a way that is accessible and meaningful? That is our growing edge right now, as a district.

Our SEL support team meets weekly - chaired by Aline Kassabian (General Education Social Worker) (team: Nancy Campbell (Principal), Nadia Jeudy (Assistant Principal), Jessica Joseph (School Adjustment Counselor), Jazmine Rodriguez (School Psychologist), Hannah Shin (Behavior Specialist), Laura Pierce (Health Teacher) and Lissa Galluccio (Family Liaison)). We



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cannot pull a general education student from the classroom without a caregiver's consent. So you would be hearing from Jess and Aline if your child was being considered for a group or a lunch bunch. It would have a timeline and a goal and the person running the group would be in touch with a parent about any kind of work with their child.

Kim - we also try to use this DESSA data to look at cohorts overall - what are the strengths of this group or what are the struggles and how can we create overall lessons for grades? Classrooms with a lot of strengths - we also try to figure out how and why - to build on it. Students being able to ask for help is a huge skill.

Nancy - the data from the DESSA is also in the School Improvement Plan (SIP). 3 or 5% of the entire student body fell into the *in-need category* - The students that fall into the typical range, that also have areas of strengths and struggles. When more than 15% of students fall in the range that requires a need for teaching, that is a TIER 1 issue - for example, if it is happening at grade level, then we would have that whole grade or classroom spend more time on the areas that need development and practice. Ms. Aline would help design/organize and possibly teach those lessons in support of more time on those skills to support all students.

*Question:* What about the students that every day have daily struggles working out issues - how do we get all those students into groups?

*Answer:* The caregiver component is so important. Some of it is developmentally appropriate, but how do we know that - and what is appropriate and what might be outside the realm of "typical". Being part of the conversation and just knowing what's going on is so important.

Aline - goal is to have groups, to pull these students in so that they have more time to practice the competencies that are underdeveloped.

Like all data meetings, we look at the data and then match the student to the adult. The adults could be the social worker, an educator, the health teacher, the PE teacher, for example. And we are aiming for mid January to start these groups.

*Question:* In thinking about development milestones - could we share the general ones for each grade to caregivers. The general SEL learning, so that the expectations are clear.

*Answer:* The new standards-based report card I think is hoping to address this. Wayfinder is really new, so not entirely sure what they can share in that regard (yet!)? Will put this question in the parking lot - because it's a great point and would be very helpful to have for caregivers.

We do have one resource that could also be useful to caregivers. The Chip Wood book - *Yardsticks*- (<https://www.responsiveclassroom.org/product/yardsticks-4th-edition/>). It offers a lens



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on development physical, social, etc - for an age span. What you would see for a 4, 5 and 6 year olds? These might be helpful to provide to caregivers. It can be hard for caregivers when you only have one child to fully understand what is “typical”.

*Question:* Is it the case that students who are invited to a lunch bunch, the caregiver is always asked? *Answer:* Aline - yes - I have been here two years and yes, I have always informed the caregiver.

Nancy - We need families who are really good at this, to help us partner with families on this. We could move this to a subcommittee to help get this off the ground. Haggerty has had our student population shift from 35% to 65% high needs in a few years, and that’s a very big shift.

Caregiver - We have discussed how caregivers could support the caregivers in the year behind them - to help understand what’s coming, what’s expected. Another idea for the parking lot.

Caregiver - Has there been any coordination with OST programs on something like “Let Grow Play Club” - <https://letgrow.org/program/play-club/>? The nature of play has changed so drastically that social-emotional learning through just interacting with multi-aged peers in an unstructured way is really rare. (Haggerty folks had not heard of this, but will learn more through the link).

*Next Meeting - January 17th Mtg.: (Director of Mathematics, Siobhan Mulligan, will join us for an overview of the K-5 Math curriculum)*